Jasmine R.

**Lesson Plan**

**Student:** Kindergarten

**Learning Objective:** Student will answer wh-questions in 6-8 word utterances on the topic of reusing products in 75% of trials. Student will follow directions on how to build a milk carton wallet with minimal prompts from the clinician.

**IEP Goal:** Over one year, student will improve his expressive skills by increasing the length of word utterance in conversational exchanges, by answering "wh" questions posed logically, and by retelling a short story or past events using 4-6 word phrases with no more than two prompts. Over one academic year, student will exhibit improved receptive language/auditory processing skills by demonstrating comprehension of verbally presented information when given 2-3 step directives containing age appropriate linguistic, temporal and spatial concepts with no more than two prompts.

**Materials:** gift wrapping paper, paper lunch bags, toys, jar, cardboard box, plastic jug, detergent bottle, t-shirt, milk carton, scissors, velcro

**Method:** Students will watch video on reusing items: <https://www.youtube.com/results?search_query=reusing+products+video+for+ids>. Clinician will explain how we depend on earth’s resources to survive and how anyone can play a role in taking care of the earth. Clinician will explain the concept of reusing things and why we do it (creates less air and water pollution, results in less toxic waste, saves money, etc). Clinician will ask the students if they ever went to a yard sale and why that’s a good way of reusing items, if they ever donated old toys or clothes, if they ever received clothes that no longer fit their brothers/sisters or cousins, if they ever used an old glass jar to hold other items, etc. Then the clinician will give directions on how to create a wallet to show how they can reuse things such as a milk carton (assessment). Students will then put something small into the wallet. Finally the clinician will show the students different items and have the students brainstorm ideas on how an item can be reused (gift wrapping paper, paper lunch bags, toys, an empty jar, a cardboard box, a plastic jug, a detergent bottle, t-shirt, etc) by doing a turn and talk and share aloud after each item (assessment). Students will then produce one item that they will reuse from the objects in the pile.

**Follow up next session:** Clinician will review the concept of reusing items from the previous session. Students will write 3 sentences on the topic of reusing products. Clinician will provide writing prompts to students if he/she needs it. Next, the Clinician will teach the students about recycling. Students will brainstorm ideas while the clinician records ideas on a chart. The clinician will speak about items that can be recycled and discuss what items would go into different bins: glass and plastic water bottles, milk cartons, cereal boxes, newspapers, paper, etc. Clinician will show the students different items and the students will play the game “sort it out” to test what they learned about recycling. Clinician will speak about the dangers of not recycling. Clinician will read Share Shel Silverstein's poem, "[Sarah Cynthia Sylvia Stout Would Not Take Out the Garbage](http://www.mste.uiuc.edu/courses/ci407su01/students/north/kristy/Project/K-Poem-Net.html)” and then ask the students to answer the question, “why is it important to recycle”.

**Common Core Standards:**

[CCSS.ELA-LITERACY.L.K.4](http://www.corestandards.org/ELA-Literacy/L/K/4/)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

[CCSS.ELA-LITERACY.SL.K.2](http://www.corestandards.org/ELA-Literacy/SL/K/2/)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

[CCSS.ELA-LITERACY.SL.K.5](http://www.corestandards.org/ELA-Literacy/SL/K/5/)

Add drawings or other visual displays to descriptions as desired to provide additional detail.

[CCSS.ELA-LITERACY.SL.K.6](http://www.corestandards.org/ELA-Literacy/SL/K/6/)

Speak audibly and express thoughts, feelings, and ideas clearly.

**Teacher Standards: 3c**

A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. A teacher facilitates, monitors, and assesses student learning. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

Rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question Response | Answer “what” with min. prompts | Answer “what”  With mod. prompts | Answer “what” independently |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Mean Length Utterance | Average sentence length of 3.0 words  1 | Average sentence length of 4-5 words  2 | Average sentence length of 6-8 words  3 |

